

ADMIRAL TURNER'S SPEECH FILES

23 OCTOBER 1973

WELCOME TO ASSOCIATION OF EDUCATORS, by  
STANSFIELD TURNER

NAVY review(s) completed.

REMARKS BY VADM TURNER

23 OCTOBER 1973

I am very happy to welcome you all to Newport and the Naval War College for this Workshop. We hope that you all will be able to tour our facilities and to talk with members of our staff, faculty and students. It is more important than ever that military and civilian elements in our society should take every opportunity to discuss issues of common concern so that the best interests of the nation are well served.

For those of you who may not be familiar with the Naval War College let me briefly describe our function in the Navy's educational system. The Naval War College is the highest Navy educational institution. We work at Newport with hand-picked officers at mid-career, largely Lieutenant Commander and Commander. Most of them come to us with a background of education, experience and training which inculcates in them a view of a rational, Newtonian Universe, one in which there are precise, right and wrong answers for almost every problem. As these officer's move to higher positions of responsibility, they must be able to deal increasingly with situations such as strategy, personnel management and directing military forces with incomplete intelligence that are not susceptible to precise solution. Our job at Naval War College is to educate people to deal with such issues; to get officers to recognize the subtleties, the uncertainties and the inexactness of the

decision processes required of senior military officers. To accomplish this we have instituted a new Curriculum:

Strategy via military history dissecting decisions of past strategists (i.e. Thucydides.

Management via case studies, quantitative analysis and non-quantitative bureaucratic, psychological factors.

Tactics: via fundamentals of weapons system capabilities, case studies of tactical decisions of past, practice in decisionmaking under stress by war games.

We are taking calculated risk with our new curriculum and an increased standard of academic performance which we have also instituted. We believe that the risks are necessary if we are to have high caliber leadership in the U.S. Navy of the 70's and 80's.

The subject of this workshop is of particular concern to both military and civilian educational institutions. The Navy may pride itself on being among the first to recognize a requirement for mid-career education; the Naval War College is the manifestation of that recognition. But in a rapidly evolving world we can not afford to rest on our oars. The military services are now faced with a challenge to attract quality personnel for ever more sophisticated tasks without the stimulus of the draft laws to assist us. Just as your schools face a Buyer's Market, the armed forces must get out and sell themselves to the very sophisticated, sceptical youth of today.

We are becoming very aware that money alone will not attract the quality which we require even if we are successful in recruiting sufficient numbers. Talented people will be initially attracted to the military life and retained on active duty only by a combination of reasonable pay, challenging work assignments, and a series of educational opportunities which benefit them as individuals just as much as they do the services.

I foresee many changes in military personnel policies as we learn to adjust to the All Volunteer Force. Among those changes we may expect to see more lateral entry of qualified civilian - trained individuals into the middle enlisted and officer rank structure. For instance a qualified mechanic might be recruited into the Navy as a First Class Petty Officer with only minimum Naval Indoctrination; or a management specialist with a PHD may enter as a senior officer for special duty.

Conversely we will have to revise our compensation and retention practices to keep retirement pay costs within bounds. To that end we might provide scholarship aid to senior undergraduate students for Master's level education in exchange for a ten-year term of service, with the option to continue if both parties agree, but with no guarantee of a lifetime career.

None of us singly can have all the answers to the educational challenges of the next decade, but together we may share our problems and perhaps a few solutions. I look forward to reading the results of your workshop session today.

Again may I extend a warm welcome to you all.

REMARKS BY VADM TURNER

23 OCTOBER 1973

I am very happy to welcome you all to Newport and the Naval War College for this Workshop. We hope that you all will be able to tour our facilities and to talk with members of our staff, faculty and students. It is more important than ever that military and civilian elements in our society should take every opportunity to discuss issues of common concern so that the best interests of the nation are well served.

For those of you who may not be familiar with the Naval War College let me briefly describe our function in the Navy's educational system. The Naval War College is the highest Navy educational institution. We work at Newport with hand-picked officers at mid-career, largely Lieutenant Commander and Commander. Most of them come to us with a background of education, experience and training which inculcates in them a view of a rational, Newtonian Universe, one in which there are precise, right and wrong answers for almost every problem. As these officer's move to higher positions of responsibility, they must be able to deal increasingly with situations such as strategy, personnel management and directing military forces with incomplete intelligence that are not susceptible to precise solution. Our job at Naval War College is to educate people to deal with such issues; to get officers to recognize the subtleties, the uncertainties and the inexactness of the

decision processes required of senior military officers. To accomplish this we have instituted a new Curriculum:

Strategy via military history dissecting decisions of past strategists (i.e. Thucydides.

Management via case studies, quantitative analysis and non-quantitative bureaucratic, psychological factors.

Tactics: via fundamentals of weapons system capabilities, case studies of tactical decisions of past, practice in decisionmaking under stress by war games.

We are taking calculated risk with our new curriculum and an increased standard of academic performance which we have also instituted. We believe that the risks are necessary if we are to have high caliber leadership in the U.S. Navy of the 70's and 80's.

The subject of this workshop is of particular concern to both military and civilian educational institutions. The Navy may pride itself on being among the first to recognize a requirement for mid-career education; the Naval War College is the manifestation of that recognition. But in a rapidly evolving world we can not afford to rest on our oars. The military services are now faced with a challenge to attract quality personnel for ever more sophisticated tasks without the stimulus of the draft laws to assist us. Just as your schools face a Buyer's Market, the armed forces must get out and sell themselves to the very sophisticated, sceptical youth of today.

We are becoming very aware that money alone will not attract the quality which we require even if we are successful in recruiting sufficient numbers. Talented people will be initially attracted to the military life and retained on active duty only by a combination of reasonable pay, challenging work assignments, and a series of educational opportunities which benefit them as individuals just as much as they do the services.

I foresee many changes in military personnel policies as we learn to adjust to the All Volunteer Force. Among those changes we may expect to see more lateral entry of qualified civilian - trained individuals into the middle enlisted and officer rank structure. For instance a qualified mechanic might be recruited into the Navy as a First Class Petty Officer with only minimum Naval Indoctrination; or a management specialist with a PHD may enter as a senior officer for special duty.

Conversely we will have to revise our compensation and retention practices to keep retirement pay costs within bounds. To that end we might provide scholarship aid to senior undergraduate students for Master's level education in exchange for a ten-year term of service, with the option to continue if both parties agree, but with no guarantee of a lifetime career.

None of us singly can have all the answers to the educational challenges of the next decade, but together we may share our problems and perhaps a few solutions. I look forward to reading the results of your workshop session today.

Again may I extend a warm welcome to you all.

1-226  
~~COMMANDER~~  
~~Pease~~

P R O G R A M

THE LEARNING SOCIETY : RESPONDING TO A BUYER'S MARKET

TUESDAY, OCTOBER 23, 1973

NAVAL WAR COLLEGE NEWPORT, RHODE ISLAND

CO-SPONSORED BY THE AMERICAN ASSOCIATION FOR HIGHER EDUCATION

AND

ROGER WILLIAMS COLLEGE

REGISTRATION:

8:45 - 9:30 A.M.

Spruance Auditorium Foyer

"Coffee And" available next door 30¢ charge

Education Displays will be shown

OPENING SESSION

9:30 A.M. - 10:15 A.M. SPRUANCE AUDITORIUM

Greetings: Vice Admiral Stansfield Turner, President Naval War College  
Dr. Barbara Uehling, Academic Dean, Roger Williams College,  
Regional Coordinator of AAHE

Panel Discussion: "New Developments in Post Secondary Education in  
Traditional and Nontraditional Settings"

Chairman: Dr. Clyde Ingle, Special Assistant for Higher Education  
Rhode Island State Department of Education

Panelists: Dr. Harry F. Evarts, President, Bryant College  
Mr. Anthony Iasiello, Principal, Bristol High School  
Mr. John Munro, Chief Administrative Officer, Defense Mapping  
Agency, Topographic Center, Formerly Chief Administrator,  
U.S. Internal Revenue Service  
  
Mrs. Juliet Brudney, Project Director, Career Education Project  
Mrs. Margaret Giblin, President, Modern PBX Business School  
Mr. Louis Sylvia, Director of Curriculum, Bristol School Dept.



"GROUP B"

10:15 - 12:10 P.M. Pringle Lecture Hall 100 - 150 participants play  
"Edventure", an educational simulation game

Director, Mr. William Grandgeorge, Area Coordinator,  
Theatre Department, Roger Williams College

"GROUP A"

10:15 - 10:45 A.M. View 30-Minute Film, "The Learning Society",  
Spruance Auditorium

11:00 A.M. Group meetings: Luce Hall and Pringle Hall

I. How does the College/University fit in to the new post-secondary world?  
Dr. Kellogg, Professor Emeritus, Education Pringle 148

II. Two nontraditional information sessions.

A. University Without Walls Pringle 154  
R. Leaver, Director, University Without Walls, Roger Williams College

B. Cooperative Education Pringle 162  
D. Hennessey, Director, Cooperative Business Education  
Roger Williams College

III. Perspectives on the new post-secondary clientele. Pringle 257  
W. Geraghty, Principal, East Providence Vocational-Technical High School

IV. What is new in proprietary education? Luce 322  
M. Crissan, Director, New England Technical Institute of Rhode Island

V. Alternatives to academic credits. Luce 323  
G. Down, Assistant Director, New England Regional Office,  
College Entrance Examinations

L U N C H

12 NOON - 1:30 P.M. Officer's Club \$3.50

Borsch  
Intoxicated Loin of Pork  
Brussel Sprouts  
Garden Salad  
Pear Diane  
Coffee

AFTERNOON SESSION

- 1:30 - 3:30 P.M. "Group A" participants play "Edventure".  
Pringle Lecture Hall
- 1:30 - 2:00 P.M. "Group B" views film "The Learning Society"  
Spruance Auditorium
- 2:00 - 3:15 P.M. "Group B" Group meetings: Luce Hall and Pringle Hall
- I. How does the College/University fit in to the new post-secondary world?  
Dr. Weber, Dean of Graduate Studies, Rhode Island College Pringle 148
- II. Two nontraditional information sessions.
- A. University Without Walls Spruance 113  
R. Leaver, Director, University Without Walls, Roger Williams College
- B. Cooperative Education Pringle 162  
L. Sasso, Director, Engineering Cooperative Education  
Roger Williams College
- III. Perspectives on the new post-secondary clientele. Pringle 357  
J. Caromile, Director of Guidance, Bristol High School
- IV. What is new in proprietary education? Luce 322  
T. Kirkpatrick, Director, The Sawyer School
- V. Alternatives to academic credits. Spruance 114  
G. Down, Assistant Director,  
New England Regional Office, College Entrance Examinations
- 3:30 - 4:00 P.M. Closing Session Spruance Auditorium
- 4:00 P.M. Cocktail Hour Officer's Club \$1.70

SUPPORT PERSONNEL

Mr. Robert Simmons, Director of Audio-Visual Service  
Roger Williams College

Mr. John Dawson, Assistant Director, Division of Continuing Education  
Roger Williams College

Ms. Patricia Hogan, Secretary  
Roger Williams College

Ms. Dorothy Norris, Administrative Assistant  
Roger Williams College

TO: 005  
006  
THANKS.  
Dave

REMARKS BY VADM TURNER

23 October 1973

Good morning ladies and gentlemen. May I welcome you to Newport and the Naval War College. I hope that while you are here you will be able to find the time to look over our College and perhaps chat with some students or faculty members. Certainly, if you desire a comprehensive look at the War College, a guided tour with a faculty or staff member can be arranged easily on short notice.

For those of you who may not be familiar with the Naval War College, permit me to briefly describe our function. The Naval War College is the senior educational institution of the Navy. Our students are carefully selected, mid career officers of the Army, Navy, Air Force, Marine Corps, and Coast Guard, civilians of comparable level in government service, and military officers of allied navies. Most come here with a background of education, experience, and training which has fostered a view of the Universe as rational and Newtonian, with precise, right and wrong answers for most problems. However, as these individuals move to positions of greater responsibility, right and wrong answers become more elusive. Some problems have more than one right answer and some have no completely right answer but only the best of available choices. That is the time when judgement as to the best course

of action must be based on the rational and logical assessment of alternatives, often within a framework of incomplete, or not fully known, or changing factors which will ultimately affect the outcome. How does a school design a curriculum which will prepare a student to deal with uncertainty in a constantly changing world? Is this problem very different from that facing civilian universities? I don't think so.

An article last week in the Providence Journal discussed the students' battlecry for relevancy in education; it must be useable; it must be of and for this world we live in; it must be applicable in real not just theoretical terms. This is not a new battlecry, certainly, and I doubt that many educators would disagree that it is a valid one. The hitch seems to come in what you and I and the student think is relevant. Is the transfer of inert information on any subject from teacher to student relevant? Is it the selection of the topics to be considered which make a course relevant or is it the way the course is taught?

Here at the Naval War College we have reassessed our curriculum in terms of its relevancy and, in the last year, have changed our direction totally. In recent years the Naval War College offered a pot pourri of graduate level courses mostly in the political science/international affairs

area predicated mostly by the philosophy that the more senior a military officer became the more he would be involved in the international diplomatic arena , therefore a thorough grooming in international affairs concepts would serve his needs best. Unfortunately, this kind of an information-oriented curriculum is highly time sensitive, thus perishable. It is also subject to much change over time as bits and pieces are added and subtracted until the course has little resemblance to what was originally a well conceived part of a whole program. Important influencers of history today are sometimes historic curiosities tomorrow. Important factors affecting tomorrows problems may not even be imagined today. We found that after 2 to 3 years, or 5 at the most, the individuals education was virtually useless to him and, by any definition, irrelevant.

Our new curriculum recognizes the fundamental need of the War College student: to be able to make sound decisions in any milieu, now and for the next 10 to 15 years of his military service. Therefore a curriculum was designed to improve and strengthen his decision making ability. Our three core subjects, Strategy, Defense Economics, and Tactics are constructed so that the student analyzes significant past decisions, makes and defends his own decisions in hypothetical situations, and learns the varied decision making techniques both quantitative and non quantitative. His success at the War

College is measured not on his ability to come up with the school solution to a problem (as there is none), but on the soundness of his route to a solution. We believe by giving him the tools to arrive at a sound decision he will be better prepared to act wisely and rationally, however new the facts surrounding a problem might be to him, for many years after he leaves this school.

I think ALFRED NORTH WHITEHEAD, Harvard philosopher of the 1930's and '40's and one of the most influential educators of this century, summed up our philosophy well when he wrote,

"Education is the acquisition of the art of utilizing knowledge...the evocation of curiosity, of judgement, of the power of mastering a complicated tangle of circumstances, the use of theory in giving foresight in special cases. Education's purpose is to stimulate and guide (an individual's) self development."

Ladies and gentlemen; I think we in the military shall benefit as much from your discussions in this workshop as you do. The "Buyers Market" you will discuss is of course a part of the military also as we try to attract bright young people into a career of military service to their nation without the assistance of a draft. Not everyone wants to be in the military, just as not everyone wants to be an architect, or a dentist, or a teacher, but for those who might combine a love

of the sea with a desire to serve, we must do our utmost to ensure a military career is challenging, rewarding and reflective of the needs of society and the Nation. Our part at the Naval War College, just as it is yours in civilian institutions of higher learning, is to provide our students with the tools which will serve him effectively when he leaves here.

None of us has all the answers to the educational challenges of the next decade, but together we may share our problems and perhaps a few solutions. I look forward to reading the results of your workshop session today. Again may I extend a warm welcome to you all. Thank you.